Management of Country Schools

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THE MANAGEMENT

—OF—

COUNTRY SCHOOLS

—BY—

JOSES B. BATDORF, M.S.

SECOND EDITION

With revision by the editor of the School Bulletin

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PREFACE

The object of the school is primarily instruction and intellectual training; for economy, a greater or smaller number of individuals are collected to receive this instruction and training at the same time. To prevent them from encroaching upon the rights and privileges of their associates, government becomes necessary; and as no government can be exercised without influencing the moral habits of its subjects, it becomes an object of school government not only to secure the best conditions for effectual work but to train pupils in habits of morality.

The methods here presented have all been tried and found good, yet no teacher may be able to adopt any of them without modification. The teacher must think for himself. Circumstances are never quite alike, and he who adopts anything without infusing it with his own individuality, may ex-

pect failure. While the author has had immediately in mind the country school, yet the subject is presented in such a way as to be applicable to the village school as well.

The pronoun in the first person has been frequently used, where deductions are based more particularly upon the author's own experience.

The terms, "board", "trustees", "committee", and "controllers", have been used to designate the official local school governing bodies, which are variously named in different States, and it is to be hoped that no confusion will arise therefrom.

J. B. Batdorf.

CONTENTS

CHAPTER I.	Getting a school	9
	1. The certificate	9
	2. Applying for a school	14
	3. Selecting a boarding place	18
CHAP. II.	The first day at school	21
CHAP. III.	Temporary organization	27
CHAP. IV.	Permanent organization	30
	1. The programme	30
	2. Opening and closing exercises	33
	3. Recesses	35
	4. Seating	37
	5. Classification	39
	6. The recitation	47
	7. Signals and movements	53
CHAP. V.	The teacher and the parent	62
CHAP. VI.	The teacher and society	71
CHAP. VII.	Government	77
	1. Means of government	82
	2. Observations	90
CHAP. VIII.	School records	96

THE MANAGEMENT OF COUNTRY SCHOOLS

CHAPTER I

THE CERTIFICATE

Ambition to teach should be born of conviction of fitness for teaching. Conviction is a prime essential in other things besides religion. Let it in this case be a conviction of aptness to teach, thorough preparation for teaching, and an honorable purpose.

Before a candidate can seek a school, and generally before a school will seek a candidate, an examination is necessary.

Examinations have been very much condemned. In spite of the war that has been waged against them, teachers' examinations survive, and there are comparatively few teachers exempt from them. In many states the examination is conducted by a single individual, generally the county superintendent. In other states one or more persons, together with the county superintendent, constitute a board of examiners.

In New York and some other states the examination questions are prepared by the state superintendent, and are uniform throughout the state.

Certificates to teach are generally of different grades; the length of time for which they are good depending upon the extent and thoroughness of the examination. In many states which support normal schools, the holders of diplomas from such institutions are exempt from examination.

Examinations may not always be a fair test of the applicant's knowledge; nor is the result likely to be even an approximate test of his teaching ability. The reason for this is evident. No applicant knows everything that is to be known on any one subject, nor can any examiner ask all possible questions. From this it follows that as far as an examination is to test knowledge, the fairness of it will depend upon the thoroughness and extent of the examination.

An examination, however, should test more than knowledge, it should aim to test the applicant's intellectual power and his

ability to determine the relative value and application of facts. Intelligent examiners, therefore, ask two different kinds of questions: (1) questions concerning facts, the answers to which should give the fact asked for and that only, and the statement of it should be as brief as possible; (2) questions concerning principles, which should be answered as fully as possible.

The enemies of examinations claim that the possession of knowledge and intellectual power does not prove a fitness for teaching. It may be assumed, however, that if an individual possesses knowledge and intellectual power, he knows how he obtained these; and, therefore, it is likely that he can assist others in securing them.

For the benefit of those who need to be examined, I desire to make a few suggestions.

1. *Be of good courage.* Herein examinations result unfairly. Many of the most deserving applicants, after leaving nothing untried, when they submit to an examination, the results of which are to determine their fate not only for a year but for

years, are so unnerved by the gloomy prospect of a possible failure that they become entirely incapable. To avoid this it is sometimes well to take an examination at different times and in different places, when there is not so much at stake, and thus gradually become accustomed to them. Above all things, be at your best when you enter an examination. Be sure that you have eaten well and slept well, and that no unhealthy condition interferes with your chances.

2. *Be explicit in your answers.* Let it be a rule to give every question a fair examination before attempting to answer it.

3. *Be neat in your work.* Examiners are but mortals and sometimes very weary mortals at that. No task is harder than that of looking over examination papers. It requires the entire attention of the mind, and yet there is nothing in the matter under consideration to attract it. As a rule examination papers are poorly and carelessly written, so that when an examiner is engaged in going through a bundle of papers, the careful and neat one is the exception,

and in a fit of unconscious gratitude he gives the applicant the benefit of all doubts, which sometimes adds considerably to his grade. As a rule, it pays to appear well on examination day.

4. *Answer the easy questions first.* In case you can not answer problem 5 but can work problem 6, take it and omit problem 5. The examiner wants to know what you can do, not what you can not do. It is always better to answer the easy questions first and then give your remaining time to the more difficult ones.

5. Examine your work carefully after it is finished, and allow no inexcusable blunders to pass. Remember, in judging your work the examiner can consider only what is on the paper before him.

If it is your ambition to secure a certificate with a minimum of knowledge, you will be repaid by a careful study of the examination questions already given, which are becoming such a popular feature with the educational journals of the day, and which may usually be had in book form.

If you can secure a dozen lists of ques-

tions prepared by the examiner who is to prepare the questions by which you are to be tested, the probabilities are that you know what is coming. I know of a member of a state board of examiners who can not think of history, without thinking of the landing of the Pilgrims. It is the first thing in his mind when he brings himself to bear upon history, and in consequence it is a question that always appears in some form or other.

APPLYING FOR A SCHOOL

Great care should be exercised in the selection of a school. No teacher can afford to risk his professional reputation by accepting a school of which he is ignorant.

If possible, you should get into the school building and see whether it is well adapted to school purposes. Notice in particular its size and arrangement, means of ventilating and heating, blackboard surface, furniture, the grounds and surroundings; if the property is defaced there are bad boys about; if the furniture is upside down, the teacher, evidently, was careless; if the building is dilapidated, the board

and patrons are indifferent; if the grounds are small you may have trouble to hold your pupils within bounds. All these things should be taken into consideration. While there is more honor in bringing a bad school into good shape, there is always more danger, and demand for more skilful management. On the other hand, following popular teachers is sometimes not altogether safe. Of course, there are exceptions; if you get into an intelligent neighborhood, people will be liberal; but when people are narrow-minded, to do anything different from a predecessor is professional suicide.

Having satisfied yourself that you have fair chances for success, make application for the school. Application should be made in person, but a written application should always be sent to the board as a whole. In making application by letter, great care should be used. The letter should be neatly written, clear and correct in expression, and brief. The first impression made upon individuals is generally lasting, and he who is dependent upon such impressions

can not afford to be careless. I give below a form of a letter of application, but no one should copy such letters from print, or "letter writers", lest the board refer you to the unfavorable reply on the "next page".

CINCINNATI, OHIO
July 17, 1901

Mr. ——— ———
Sec'y of ——— School Board.

DEAR SIR:—Having learned that there is a vacancy in one of the schools of your district [or town], I hereby beg leave to offer myself as a candidate for the position.

I am twenty-five years of age, a graduate of ——, have had seven years' experience as a teacher, and am willing to give you any references, both in regard to my personal character and ability as a teacher.

Enclosed please find recommendations from ——— and ———.

I have the privilege of referring you to —— and ——.

Should the board desire to see me personally, I shall be pleased to meet any of the

members at such time and place as they may designate.

Hoping this may meet your favorable consideration, I am,

Yours respectfully,

J. B. Batdorf

The recommendations sent with letters of application are generally only copies of the originals, which the candidate holds, so that in case of loss or failure to return the copies he still has the originals.

When the applicant is well known the candidate need not enclose recommendations, but he should, nevertheless, make application in writing in a business-like manner.

Let me emphasize that while a written application is generally necessary as a matter of form, yet the aspirant should remember that a position worth having is seldom obtained without a personal application. Experience has taught me that but little value is attached by school trustees to letters of recommendation; and busy men do not have time to address inquiries to your references and await their reply. If you

can get a few friends who are known to the authorities to speak or write to them directly in your favor, it will be better for your cause.

Of course, in making a personal application a candidate should appear at his best. It will not do to go overdressed into a modest country district, nor into a stylish community with slovenly gait and soiled linen. In stating your qualifications be modest, yet confident. Do not talk too much, but be prepared to answer all questions that may be asked. Recommendations should be presented to be read; if the person you are talking to has but little time, be sure to present the most important papers first. Sometimes it is advisable to see some of the influential citizens in addition to the members of the board.

SELECTING A BOARDING PLACE

In country districts and in villages, it is generally the teacher's first duty to select a suitable boarding place. All other things being equal, it is best to board with people having no children, and always the fewer the better. In selecting your boarding

place, exercise as much care as you would in choosing a school. Find out from those in charge of your school all you can with reference to the different places from which a selection is to be made. An injudicious selection may cause you an entire term of misery. The treatment you receive will have much to do with your disposition towards your pupils. The regularity and quality of your meals will affect your health. The influence and character of the people with whom you are boarding will contribute to your success or interfere with it. Convenience to the school should also be considered, especially by women teachers. Having once secured a place, it is best to remain throughout the term. Changes produce inquiry and comment.

It might be added, that as a rule a teacher should refrain from anything which, although entirely proper, is likely to attract the unfavorable attention of the community. Some teachers unwisely affect an indifference to public opinion. A teacher is a public character; and although it is true that only while he serves in a public capac-

ity are his acts public property, yet it is true that his patrons' estimation of him is the sum of all the impressions of his actions, whether in school or out; and, therefore, a teacher will do well to order wisely his ways, inasmuch as his success is dependent upon the estimation in which he is held by his patrons. Whether he should play cards or attend dancing parties may depend not upon the absolute right or wrong of it but upon how it is regarded in the community. He might better forego an amusement that he considers altogether harmless than have it detract from his influence.

CHAPTER II

MAKING A BEGINNING—THE FIRST DAY AT SCHOOL

It is well for the teacher to go into the district in which he expects to teach a few days before school opens, to learn about the former workings of the school. This knowledge may be obtained from the trustees or from some of the most intelligent people. The school building and grounds should also be looked after, and every thing be put into good shape.

On the first morning of school the teacher should not fail to be early. It is of course well to be early every morning, but on the first day it is imperative.

The house and furniture, as far as possible, should be carefully arranged. It will not be long before the earliest ones appear. A pleasant face and cheerful greeting will do much to win the good will of the pupils.

The first day of school is the most important of the term. Impressions made upon this day will last, and their hidden influences will continue often through life. Look well to your actions. Leave nothing undone which can in any way insure your success. All is enthusiasm and suspense. At no time during the entire term is the child so ready to receive impressions. This day's work, if no other, will be fully reported at home. Every strange act and word will at the end of the day be faithfully reported. The teacher is making impressions, not on the child alone, but upon the community.

Be cautious, but not slow. Compel every child to feel this day that you are working for his good. Now is the time to study character, to gain the confidence of your pupils, to lay the foundations for good work. If you have not completed the arrangement of the furniture and apparatus, it is well to ask the assistance and advice of some of the larger pupils. Have no extra work, but be ready to spend the time before school in a social chat. Unnecessary

noise and disturbance should be controlled by the teacher's eye. The voice should be used as little as is consistent with good order. The teacher should try to get near the mischievous boys or girls, and have a pleasant talk with them, not about behavior but about something interesting. After that they will be ashamed to be bad, because they know the teacher is their friend.

The hour for calling school having arrived, ring the bell. Unnecessary ringing of the bell or talking will be out of place, and produce carelessness. Keep your eye over the entire school until quiet is secure, and then proceed with your work. Address your pupils in a pleasant manner and give them all the encouragement you can. A short talk of three to five minutes will be all that is necessary. Do not say, "You will get along nicely;" but say, "We will get along nicely;" pupils will feel themselves more on a level with you and amply repay you for treating them as your equals. It is a good plan to sing a favorite song or hymn.

After opening exercises proceed to get

acquainted with each personally. I have always found it profitable to spend a minute or so in ascertaining each individual's class attainments, getting his name, and assigning preliminary test lessons. I proceed to get the first pupil's name, find out what he has studied, how far he has gone, and who else was in his class. I can then assign lessons for the entire class. In this way I proceed until I have arranged lessons for all the grades, and then finish my daily roll for the school by going to each individual and passing an encouraging word. Authors of text-books advise the assigning of lessons as the first thing to be done, in order to keep pupils out of mischief. It is a good plan when pupils can not keep quiet for a few minutes; but I have never met the school in which the curiosity of the pupils was not great enough to hold them in check for half an hour, and have always found myself amply repaid for speaking to each individual pupil before giving out lessons.

In assigning lessons, let the scholars know when you expect them to recite. Make the lessons short. When the lesson has been re-

cited, find out what pupils may know beyond the lesson; in this way you can assign your next lesson more definitely.

If you have beginners, let the beginning class be the first to be called after lessons are assigned to other pupils. Be sure that you make each lesson interesting. Be prompt in calling and dismissing school; your neighbors are watching you. See that no one is neglected.

In governing use your eyes as much, your voice as little as possible, and severer methods still less. If you are obliged to speak, ask the mischievous pupils privately, "You don't want to be bad, do you?" in a kind manner, and you need not say more. After the day's work is done, a few encouraging words will do much good.

If regulations or other measures become necessary, ask your pupils—"Can we do this?" For example, if the hour for opening school has not been fixed, ask your pupils—"Can we all be here promptly at nine o'clock in the morning?" "How many can?" "Well, if all agree, we will open school at nine o'clock."

If pupils can in this way be led by the teacher to make their own rules, and make such as he desires to have, they will be more likely to obey them. If possible, follow your predecessor's classification. The fewer changes the better it will be. All rules and regulations which can, should be permanently adopted the first day. It is a safe rule to have few rules.

CHAPTER III

TEMPORARY ORGANIZATION

No school taught by a new teacher can be brought under permanent organization at once. When the old teacher returns there is no necessity for a temporary organization. By temporary organization is meant that form of organization which is necessitated by the present interests of the school, but which may be modified by future circumstances. The first day's work properly belongs to temporary organization, but, because of its importance, it has been treated separately.

Before entering upon his work, the teacher should have well-laid plans. The classification of pupils must, if possible, remain as it was the preceding term. No teacher can afford to arouse antagonism in the beginning of the term. Changes may have to be made, but only after the fullest con-

sideration, and then only after having explained to all pupils concerned the necessity for the change. After each day's work the teacher should carefully consider every arrangement, and then next day introduce such changes as circumstances may require.

Radical changes must be made only after the fullest conviction that the old arrangement was harmful. Signals for calling and dismissing classes can be arranged the first day, but they will be treated in a following chapter. The classification and order of exercises may be changed, but signals should be permanently adopted.

Orderly and exact movement should be insisted upon the first day. No pupil should be allowed through carelessness either to disturb or to delay the work of the school. Where the time is not prescribed by law, the hours for opening and closing school should be fixed so as to accommodate the largest number of pupils.

The time for recesses should also be determined. If the school is small, recesses may be a little longer than when the school is large. Pupils, however, expect their full

time for play, and parents expect you to teach a full day. The views of the neighborhood are important factors in arrangement of school affairs, and should always be considered.

The seating of pupils must also be temporary. Formerly pupils were allowed to occupy almost any seat in the room, and could therefore choose any seat they liked. Since the introduction of patent furniture, with seats and desks adapted to the size of the pupil, such arrangement can not be allowed. I have found it a good plan to allow a pupil to make a selection, and if he failed to make a proper choice suggest another seat.

CHAPTER IV

PERMANENT ORGANIZATION

As soon as possible, the organization of the school should be made permanent; that is, the working programme of school should not be subject to daily change. A careful observation of the workings under the temporary organization will enable the teacher to adjust the affairs in a satisfactory manner.

THE PROGRAMME

A good programme is one of the essentials to successful school work. It is highly important that the time be properly apportioned among the different classes, and that classes recite at the most appropriate time. The following are some of the advantages gained by following a good programme.

1. Time is economized. All the classes are provided for, and encroachments are prevented.

2. The pupils form systematic habits, be-

cause every pupil knows just what to do at every hour.

3. Effectual work is produced. Every class being limited to a certain amount of time, both teacher and pupils are compelled to adhere closely to the subject under consideration. Every class receiving its proper amount of time, no one study is neglected because of a hobby which the teacher may make of one or more studies.

4. Good order is promoted. Every class reciting at a definite hour, with a limited amount of time, there is none of the confusion and unnecessary disturbances arising from irregularity.

The following principles will serve an important purpose in arranging a programme:

1. The hardest work should be done in the forenoon, when the mind is refreshed.

2. The length of time for the preparation and recitation of a study should be proportioned to the importance of the study.

3. Thought studies should have more time than memory studies.

4. Written recitations should have longer time than oral.

5. Advanced pupils should have more time than primary.

6. Two recitations in the same grade should not follow each other in consecutive order.

7. General business should be allowed a certain period of time.

8. If only one recess is granted each half day, the time before recess should be longer than the time following it.

9. Recitations should not consume all of the time during a day, but every teacher should be allowed some time for directing and assisting pupils in their studies. By what is called "the Batavia plan", half the teacher's time is given to this, and in all schools much time may be thus employed with profit.

10. The programme must make provision for all school work.

It is impossible to give a programme for a mixed school. No one but the teacher can make it. The arrangement of the classes and hours for study will depend upon the

methods of teaching, the size of the classes, and the number of grades. Inexperienced teachers would do well to submit their permanent programmes to older heads for criticism before final adoption.

OPENING EXERCISES

In districts having bells on the school buildings, the first or general signal bell should be rung at least half an hour before the time for opening school, and sufficiently long to be heard throughout the district. It must always be rung at the same hour; no other signal is so closely watched by the whole district.

The bell for calling school should be rung only for a short time; a half dozen taps will be sufficient. Long ringing will produce carelessness on the part of the pupils. Promptness in obeying signals must be enforced; no pupil should be allowed to come in five minutes after the signal. Two to three minutes is all that is necessary for a school of fifty pupils to become quietly seated.

No loud talking or other unnecessary noise should be allowed after the bell has been

rung. After the pupils become quietly seated, the teacher or the teacher and pupils may read an appropriate passage of the Scriptures, and repeat the Lord's prayer where this is the custom; and where it is not permitted may substitute some talk or story that has to do with patriotism and other moral duties, followed by singing.

There are different methods of calling the roll. The teacher may call the individual name of each pupil, or he may assign numbers to the pupils, and then repeat these or let the pupils repeat their respective numbers in order, the teacher marking the absent ones. This last method is the most expeditious.

CLOSING EXERCISES

When the work of the day is completed, the teacher should occasionally encourage his pupils by a few cheerful words, after which the entire school should join in a cheerful song. Nothing can be more appropriate after the day's work than a cheerful song to lift the burdens of both teacher and pupils, and send all on their way rejoicing, but at no time is it more needful

than when the work has not been moving altogether smoothly. It is always a mistake to allow any pupils to leave school with unpleasant feelings. It is dangerous to the teacher, and detrimental to the success of the pupil. Let every teacher see that his pupils leave in a pleasant mood, not happy because they are going home, but happy because of a day well spent. It is well to have monitors to bring in the wraps, etc. When all are ready, the entire school should be dismissed by the bell, unbroken lines passing through the door and school yard to the gate.

RECESSES

The number and length of intermissions should depend upon the age and health of pupils. Young pupils should not be required to remain on their seats for more than an hour at a time. In sessions of three hours each, young pupils should not have less than two recesses. Where the views of the neighborhood do not interfere, two recesses of ten minutes, each half day, will not be too much for a mixed country

school. When only one recess is given, it should be at least fifteen minutes long.

The teacher should supervise the pupils somewhat during recess. The teacher of a mixed school may compel all pupils to march out at recess, and, with the exception of the indisposed, and except on very cold days, to remain out during recess. After the pupils are out all the windows should be opened for a few minutes, and before the pupils return, the atmosphere of the room should be heated somewhat above the normal temperature, so that the children, overheated from play, may not be chilled.

Time spent in watching the pupils while on the playground will be profitably used. Here more than at any other place he has an opportunity to study character. A little judicious watching will do much to prevent unpleasantness. Rough sports and improprieties must be checked in the start. The child is imitative, and nothing worthless or bad should be allowed to come to its notice. While the teacher must be watchful, he must not be meddlesome. His presence should delight and encourage

rather than repress. In a well regulated school he can, with propriety and benefit, engage in a game now and then, whenever he can do so with fair credit to himself. The pupils and teacher will be the better for it, but at no time should he be so free as to lower himself in the estimation of the children. He must be their equal on the playground, but at the same time not forget that he is the teacher, the example to be followed.

Nothing is more important than to allow full time for recess. Never let a recitation run over into time that the children think belongs to them. Be punctual with them, as you expect them to be punctual with you.

SEATING

Order in the school-room is very much affected by the seating of pupils. In ungraded schools it is generally the best plan to have the girls on one side and the boys on the other. Sometimes it may be advantageous to have them seated promiscously. Two pupils of like bad habits should not be seated together. If two girls who are great talkers are seated together, you may expect

whispering. Pupils having a dislike for each other should not be compelled to sit together. Two intimate friends should not be close together. Two pupils of the same class, if seated together, will be likely to become dependent upon each other.

My experience in graded schools has convinced me that promiscuous seating has many advantages. Even in ungraded schools I have found that a mischievous boy seated by himself on the girls side would not be troublesome. If a boy was troublesome I would tell him of his good qualites, and then of the temptations he was subject to in his present seat, and the occasional trouble he would get into; and then ask him whether he would not like to change seats to a place not exposed to so many temptations. I have never had a case in which the pupil would neither reform nor change seats.

Boys and girls who are apt to be troublesome, should be placed on the front seats, if the seating allows of such arrangements. After pupils have been seated in a satisfactory manner, no change should be allowed,

except for good reasons. If pupils refuse to occupy the seats which the teacher feels convinced they should occupy, a little praise for small children, and a good reason for larger pupils will bring about the desired result.

CLASSIFICATION

There are two systems of classfication, *loose* and *close*. A loose classification accommodates itself to the various capacities and attainments of each individual pupil. A close classification compels a pupil to recite in all studies in the same grade—or, in other words, compels the pupil to accommodate himself to the grade.

In graded schools a close classification must usually be followed, while in ungraded schools a loose classification is of the greatest value. While a close classification puts the school into more systematic shape, it must be admitted that it often results in great injustice to pupils. When the especial tastes of pupils, and the especial desires of parents, and the combined efforts of both are made in a particular direction, it is doubtful whether it is proper for the school

to antagonize them. The school is for the child, and not the child for the school.

On the other hand, the office of the public schools is a general one. Specialties can not be followed, yet when a pupil shows a special aptitude for a particular kind of work, the school should to some extent allow nature to take her course. The world recognizes individual effort, and if they are to be public free schools in the fullest sense of the word, the public schools should do the same. If a pupil has but a few months for school purposes, and for that reason can devote but very little time to each study, he might better devote all his time to those particular studies which will be of most practical importance to him. Higher institutions are everywhere recognizing this principle, and the public schools should follow their lead.

ADVANTAGES OF CLASSIFICATION

Among the advantages of a good classification are the following:

1. It economizes time. The more recitations a teacher has, the shorter they must be. If each pupil by himself forms a class,

the teacher can devote but very few minutes to each class, whie if there are nine or ten pupils in a class, the time may be nine or ten times as great. The recitation of a topic by one pupil or more than one will take about the same time, which leaves the time gained for explanations. The same explanations can be made as effectual to each of ten as to one individual, while the time of calling and dismissing the extra classes will be gained entirely.

2. It makes the work more effective. The more time a teacher has, the more thorough he can make his explanations, and the more time he can allow each pupil for practical work. Where skill is to be attained practice forms the most important part, and no practice can take place without time. It also gives the teacher a chance for special preparation on each topic, and thus enables him to do better work. It also arouses the enthusiasm of teacher and pupil, and stimulates pupils to greater exertion, both in class and in study. This is specially so in studies which allow of discussion, and require careful analysis and in-

vestigation. The pupil who has an opportunity to tell his discoveries or bring forth a point not seen by his fellow pupils, will, for a time, feel himself the superior of his fellows, and well he may; at the same time his classmates will be urged on to greater effort.

3. It enables the teacher to judge of the daily progress of his pupils. While such estimate can not be absolute, yet it may be usefully comparative. Estimates are based on comparison, and the more objects to compare, the more nearly correct the estimate. Where daily notes are taken, the class must be the only means of securing a true report.

4. It tends to system and systematic work. The time and thoroughness gained by classification allow time for systematic arrangement. When the number of recitations becomes too great, the work necessarily becomes mixed and confused.

BASIS OF CLASSIFICATION

What shall be the basis for classification? Take attainments for the true basis. No

qualified pupil should be kept back until he grows larger physically; he may lose all interest in study before size will warrant his promotion. My observation has led me to believe that there is a period of brightness in every child's life, and unless progress is made then, future efforts will be largely lost. If a loose classification is followed, the pupil may be advanced according to his progress in each separate study, but if a close classification is followed, the pupil's average ability in all his studies must be taken. If a pupil is classed too high, he will become discouraged; if too low, indolent.

Sometimes sickness retards a pupil for the time being. In such case, where the difference is not too great, a pupil should be allowed to go on with his class. If a class is, with one exception, properly qualified for promotion, it is generally better to allow that one pupil to go on with the class than make a new class for his special benefit.

Time and the number of studies also enter into the classification of pupils. In a large ungraded school, the teacher must

have the smallest number of classes possible, and the classification can not therefore be very exact. If the number of studies is large, the same result will follow.

The teacher must aim at the minimum number of classes and grades consistent with the best interests of the school. When only one or two pupils pursue higher studies it is sometimes to the advantage of all concerned to make arrangements for the recitation of such classes after school. Size of classes is another consideration in classifying. No class should be so large as not to allow every pupil to recite, nor so small as to distribute the time of school unequally.

REGULAR ATTENDANCE

The chief obstacles in the way of classification are: irregular attendance, diversity of text-books, and want of text-books. There is hardly anything more harmful to a progressive school than irregularity of attendance. Sometimes the teacher is to blame, sometimes the parent, and frequently the pupil. In cases of irregularity the teacher should carefully examine his methods and relations towards those particular

pupils. If he finds he is in the wrong, he should correct his faults. He should always inquire after the absent ones, and manifest a concern in their welfare in all respects. Children want sympathy. A word of inquiry, of encouragement, or a sympathizing word in time of trouble, will do wonders in uniting the hearts of teacher and pupil. In order to do the best work the school must be a unit.

If the pupil stays out of school of his own accord, there is something out of school more attractive than inside. The proper thing to do is to make school interesting to the child. Sometimes a talk with the pupil, showing the evil effects of irregular attendance and the advantages of a good education, will have a beneficial effect. Interesting experiments in physics and chemistry may lead the pupil to attend for curiosity's sake.

If talking to the pupil and other reasonable means will not bring about a good attendance, the proper thing to do is to present the matter to the parent. If irregularity is caused by the parents, the proper

thing to do is to see the parents, and convince them of the evil effects of such attendance, and the superior advantages of regularity. If the teacher approaches the parent in a proper manner, and presents the matter clearly, the effect is generally good; if not, nothing can be done except with the assistance of the authorities.

In states where a compulsory law is in force, the difficulty of irregular attendance is minimized, and it may be hoped that it will disappear.

DIVERSITY OF TEXT-BOOKS

is another impediment in the way of good classification. Of late this evil has lessened, the adoption of uniform systems of text-books throughout an entire district having made teaching pleasanter and more effectual. When there are different series of text-books on the same subject in use, the best thing a teacher can do is to assign lessons by topics.

Want of text-books can be overcome only by securing the books in some way. Sometimes the parents will buy the books, if properly spoken to; sometimes the laws

of the state allow the board to purchase the books for needy pupils. The tendency is even for the school to furnish all the books free. But some times the only remedy for the difficulty is for the teacher himself to buy books for some of the pupils, and this may prove a good investment.

THE RECITATION

is undoubtedly the most important work of school, but since it has more to do with methods of teaching than management, I shall give only a few practical hints.

Attention has already been called to the necessity for a careful distribution of time among the various classes. Small children need short recitations. Thought studies require longer time than memory studies; large classes more time than small classes; and studies in which pupils are generally deficient more time than those in which they are proficient. Written recitations require more time than oral. Certain subjects in every text-book are more important than others, and should therefore have more time.

Recitations should take place daily rather

than alternately. Small pupils should recite frequently, and only so long as the attention can be held. Older pupils should recite only once a day in each study, but each recitation should be long enough to exhaust the subject under consideration.

LARGE CLASSES

With large classes the teacher must use many devices. It is hardly possible that the teacher can give each pupil a chance for oral recitation in each study, in a large school. Large classes, manipulated in the right way, give life and enthusiasm to a school that small classes are lacking in, but if not properly conducted, each individual member will be a loser in proportion to the size of the class.

Large classes may be divided into sections, and one part do one thing while another does something else. Suppose a large history class is called up to recite. Part of the class may recite by topic, another may write a topical outline, a third part may write a chronological outline, while a fourth part may draw a map of the region under consideration. Thus the class is thrown

into four sections, and every pupil gets the advantage of the recitation.

THE OBJECTS OF THE RECITATION

are many but all may be classed under two, namely: discipline and knowledge. Under discipline will be discussed culture of the mind and culture of expression.

CULTURE OF THE MIND

The most important is culture of the mind. Man is a creature of habit, and impressions are made the more lasting the more frequently the objects or thoughts occasioning them are brought forth. The reciting of a certain subject before a class impresses it with renewed force upon the memory—exercises the memory in recalling, and the thinking power in rapid thought. In many cases the reciting of a topic is as beneficial as the studying. It arouses the enthusiasm of the child, and stirs him on to greater exertions. If a pupil knows that he will not be called on to recite, he will become careless, while if he knows that he will be expected to recite, a sense of per-

sonal pride will not allow him to neglect his preparation.

The recitation cultivates power of attention in that a subject must be fixed in the mind, and the mind must be centered upon that subject in order to recite well. Besides, the oral expression of each child arouses some interest in the minds of his fellow pupils, and they are unconsciously drawn to the subject under consideration. The explanations by the teacher will have the same effect, and the correction of errors will awaken the power of careful critical analysis.

CULTURE OF EXPRESSION

The practice of getting up before a class and reciting gives the pupil courage to express himself when called upon in life. This ability to speak intelligently and fearlessly in public, "to think upon one's feet," is of great value.

Culture of expression should include oral and written. "Writing makes an exact man," while talking makes him ready. A clear, forcible style is a thing to be desired. Written expression, while it lacks interest and value to the rest of the class, is an ex-

cellent discipline for the writer. The thought as expressed is clearly before the eye of the writer, and inaccuracies in word or language appear more distinctly than when spoken. Besides, the exercise in spelling is entirely lost in oral recitation. Oral recitation trains the ear, the voice and the mind.

Oral recitation trains the ear of the reciter and hearers in detecting inaccuracies of speech, and in perceiving the easy and agreeable flow of correct vocal utterance. The culture of an agreeable voice under the careful teacher, becomes a lasting benefit to the pupil and all who come in contact with him through life. How few are the cultured and agreeable voices, and how many are the harsh and unpleasant sounds we hear in a day! In the same way oral recitation develops graceful bearing and movement.

Few, indeed, are the accomplished orators of to-day, yet oratory is a magnificent gift, and the recitation may do much to cultivate it.

THE ACQUIREMENT OF KNOWLEDGE

The second object of the recitation is knowledge, both that acquired by the pupil himself, or positive knowledge, and that derived from others.

It frequently happens that the hardest problem is solved in class. The pupil may have labored hard while studying but have been unable to get it; now, the extra stimulation of teacher and pupil has aroused a new thought, and the child succeeds; or, having discovered the errors of his classmates by a new effort on his part he becomes victrious.

Such victories are well worth the labor. Such knowledge remains, and such success makes the pupil conscious of his powers, and prepares him for greater and worthier things.

The second kind of knowledge is gained by attention. It may be derived from the recitations of other pupils, or from the teacher's explanations. The teacher should be prepared to give, not only what is contained in the book but much that he has gleaned from other sources. In this way

the recitation becomes full of interest and benefit to the child.

The different methods of recitation are classed as:

1. The Socratic method, or that by which the pupil is led, by questioning, to find out for himself.

2. The topical method, or that of assigning topics to the different pupils for discussion.

3. The question and answer method.

4. The lecture method, or the method generally pursued at higher institutions of learning, where the teacher lectures to the classes, and the student take notes.

5. The argumentative method of discussions conducted by the pupils. This, if properly conducted, arouses a good deal of interest and research.

6. The conversation method, as in the case of quite young pupils, too young to gain anything from books.

SIGNALS AND MOVEMENTS

System in signals and movements will do much to make school a success. Much

time is wasted by unnecessary movements and signals. There should be no signals but those necessitated by school work. Under no circumstances should rapid ringing of the bell be used to check a disorderly pupil. The teacher has no right to call the attention of the entire school from its work, in order to recall one mischievous boy to order. Nor should the teacher use unnecessary tapping of the bell in order to drown the noise of the school in movement. Signals should be the fewest in number consistent with the work of the school. Arbitrary signals are noisy and a source of confusion.

Each signal should be definite. If given by the voice it should be firm and clear; if by the bell, distinct; and every one should have a definite meaning.

The time between signals should be long enough to allow the execution of movements. Teachers frequently try to gain time by striking the bell rapidly, expecting thereby to hurry pupils to and from recitation. It is a mistake. No more time should ever be given than is required for

the necessary movements; and if that time is shortened and signals follow each other, irrespective of time, the result will be confusion and disorder.

Every signal should be followed prompt and precise movement. Allowing pupils to move as suits their convenience, and then to stumble into class when all the rest are seated, must not be tolerated. Pupils should obey every signal with military exactness. Promptness is necessary to their usefulness. In fact, movements should become almost automatic. No movement should be allowed except in obedience to signals. All movements should be rapid and quiet. Careless, slow movements must not be allowed. The greatest rapidity consistent with good order must be insisted on. The teacher should allow no wasting of time, or crowding and stumbling. Pupils must move gracefully, and be neat in the execution of class work.

For calling classes, only three, and in many cases only two, signals will be necessary. One signal either by voice or bell is for all to be ready; one is for all to rise.

The teacher must now see that all have obeyed. All being on their feet, the third signal should be given, and the entire class take its position for recitation. By voice I use the following:

1. Ready,	1. Rise
2. Rise,	or
3. Move.	2. Move

In using the bell one tap is required for each movement, and so for all following signals.

In case the class recites at the board, the class moves to the board and all face the teacher. In no case should the teacher use the bell for movements during the time of recitation. Signals for work in class must be given by the voice. The following are signals that may be used for blackboard work:

1. Erase 2. Ready

If the teacher requires spacing of the board, all pupils place their right hands with crayons at the top of the board. When a third signal is given all pupils draw a line from the top of the board to the bottom.

If the names of the pupils are desired at

the top of their work, a fourth signal may be given, for all to write their names in the upper right hand side of the space assigned them.

The class having finished their work, the teacher says, Attention, and all face the teacher. When the signal is given, the class go either to the recitation seats, or to their respective seats in the room.

For concert recitation I use the following signals:

1. Ready 2. Recite

In dismissing classes the teacher can use the same signals as in calling, namely:

1. Ready 2. Rise 3. Move

By careful manipulation, the teacher can often call one class while he is dismissing another, and with about the same amount of disturbance as in calling or dismissing a single class.

Whenever the seating allows, the teacher can arrange his pupils according to the grade, having each grade in a row of seats. In this case the teacher can require the pupils of the same grade always to pass back and forward through the same aisle, which

will give each of two classes a chance to move without interfering with each other. While the pupils of grade A are going to their seats through aisle 1, grade B may be coming to class through aisle 2.

If the furniture does not allow the seating by grades, the classes may be called and dismissed in another way, so as not to interfere with one another.

In this case the teacher can require all classes leaving the recitation to pass through the outside aisle to the back of the room, and then come into their respective aisles from behind, while classes coming to recitation always pass forward through the middle aisles.

Dismissing school at recess should be by rows, and only two signals need be used, namely:

1. Rise 2. Move

It is unnecessary to move books and slates before a short intermission; in fact it may be dispensed with even at the noon intermission.

For dismissing school, either at noon or

in the evening, I have found it an advantage to use six signals.

1. Attention
2. Arrange desks
3. Monitors
4. Move
5. Rise
6. Move

If a school is in good working order, all will be busy to the last minute. It is therefore necessary to get the attention of pupils to stop work, and circumstances may require the teacher to make a few comments upon the day's work, or give advice for the future. After that, all should join in singing.

Arrange desks should include the neat arrangement of books, slates, and apparatus and the getting of such books as pupils may desire to take away for study.

By monitors is meant the getting ready and rising of the pupils appointed to get the wraps, baskets, etc. I consider monitors a necessity in school, and would advise every teacher who has not tried the method to do so. One monitor should be appointed

for each row of seats, and should be one of the most regular pupils.

Move. The monitors now get and distribute the clothing, baskets, etc., during which time all pupils clothe themselves ready to leave the room.

After the signal, *Rise*, has been given, each pupil in row 1 is expected to be standing, and when the signal, *Move*, is given, all march out in time, in single or double file and pleasantly bid the teacher good-day or good-evening.

At the same time that row 1 is moving, row 2 can rise and be ready. In this way no time is lost, and the school passes out as a unit.

In a well regulated school no pupil is allowed to interrupt the school, except for very good reasons; it, therefore, becomes necessary for the pupil to have some silent means of communication with the teacher. This means is generally some system of hand signals.

In the recitation of a lesson, it frequently happens that a pupil desires to attract the

teacher's attention. Simply raising the left hand should be sufficient to do this.

Signals, while pupils are at their seats, should be modified in form to indicate the pupil's desire. Thus, the raised hand with fingers and thumb extended, should be for the most common want. The raised hand, with fingers extended and thumb in the palm of the hand, for a want not quite so common, and so on. Too many forms will be as troublesome as none at all. Simplicity is the principal element of success.

When the pupil indicates a desire by the raised hand, the teacher should, if possible, see to it at once; if it is something which he can consistently grant he should do so, and let the pupil feel he did it gladly. If it becomes necessary to refuse, do so in a firm, yet kind, way. No pupil should be allowed to raise the hand while a recitation is in progress, unless for special reasons. A simple nod or turning of the head should be sufficient to grant a request or refuse it. The teacher should never in any way indicate that he grants a request reluctantly.

CHAPTER V

TEACHER AND PARENT

The hearty co-operation of parent and teacher is a necessity in the satisfactory education of the child. While the child is under the care of the teacher for five or six hours a day, he is under the authority of the parent for the full twenty-four hours. The parent's right over his child is derived from God, and is recognized by the state as superior to any other. And, although the teacher is, to a certain extent, "monarch of all he surveys" in the school-room, he must recognize that he is a subordinate in the employ of others, and that he must recognize parental authority. No teacher can succeed who does not recognize "home influence".

The parent's duty toward his child, however, makes the parent's obligations toward the teacher almost equal to those of the

teacher toward the parent. If the home and the school influences are antagonistic the resultant will be the difference of the two; if they are co-operative the resultant will be the sum of the two. The child is often made the battle-ground between parent and teacher, receiving the fire from both sides. Sad, indeed, is the lot of such a child.

If the home is to be the positive factor, the school must be subordinated. If the school is to be the positive element, the home must be in accord, and must to a certain extent be subordinated to the school. All parents desire the good of their children, but a want of the proper understanding between the home and school authorities is what often causes the trouble. While the error is principally on the side of the parent the teacher is frequently to blame. The object of the present chapter is to point out how many of the differences may be prevented.

The teacher must pay due respect to the parent. No teacher should feel as though he "was everybody, and knew it all". He owes to all the common courtesies. He

should treat every one as his equal, and have a pleasant word for all. Of course no one should violate the rules of etiquette, but being once acquainted the teacher should always recognize the parents and friends of his pupils. Some may be poor, but the true teacher will be the readier to show politeness to them. The teacher should not express himself unfavorably in regard to parents. If he has unpleasant opinions he should keep them to himself; then he will never be called into judgment for them. If he cannot say any thing good, he should not say anything at all.

The teacher must pay due respect to the opinions of his patrons. No good teacher will disregard the views of his pupils' parents. Parents may sometimes desire their children to drop a study, or take up a new one, or they may have cause for complaint in some other way. In each case the teacher should investigate carefully, and if he can without injury to the school grant the request he should do so; if not, he should see the parent, state the conditions, and reason —never wrangle—with him, and then de-

cide accordingly. Many a teacher has made his warmest friends by refusing a parent's request, but doing it kindly and with good reason shown.

Sometimes, in cases of studies to be dropped or taken up, the matter may be referred to the authorities. In cases of discipline, appeals to the authorities should be rare. To ridicule the actions or opinions of a parent before the school and in the presence of his children is unpardonable. No child is responsible for the actions of its parents, or should be made to suffer for them.

The religious and political views of parents must be respected. No teacher should discuss religious or political differences in school, and the more he keeps out of such discussions outside of school the better. Religious and political differences have shaken nations into fragments, and a school district is but a miniature state. If parents object to the reading of the Bible in the presence of their children, the teacher should excuse such pupils until the reading is over. It is always best to grant the re-

quests of parents in reference to their own children, as long as it does not interfere with the welfare of the school.

The teacher should pay due respect to the actions and authority of parents. It sometimes becomes necessary for parents to keep their children out of school. Where there are no compulsory regulations the teacher should not call such act into question. If absence becomes frequent, a talk with the parent will often remedy the evil. Nor should the teacher interfere when a pupil is requested to come home, provided the pupil has shown due respect to the teacher in asking permission. Frequently keeping pupils after school is more or less an infringement upon the parents' time; the teacher should find some other means of bringing about the desired result. When, however, the parent gives orders to his children to disobey the rules of the school, the teacher must see to it that the rules are fully carried out. Neglect in such cases ends school government. In like manner pupils should be taught to respect the rights of parents.

The teacher should secure the co-operation of the parent. This is the only way in which successful work can be done. Every child naturally looks to its parents for assistance and direction, and when parents heartily agree in everything the teacher does, the child is compelled to submit.

How to secure active assistance from the parents of pupils is probably the most difficult problem that confronts the teacher. A quiet consent is generally easy to get, but an active, energetic effort on the part of the parent is not so easily secured. The teacher must interest the parent. This must be done through the child.

If the parents visit the school, the energetic teacher will have no trouble in arousing an interest by following his regular programme. He who has special lessons prepared for visitors is sure to be detected, and will bring reproach upon himself and his work. It is well to make effort to get parents to visit the school. Frequently teachers get up special programmes for some afternoon or evening, and then invite the public. Care must be taken that all

families are represented on the programme, so that every parent may find something to enjoy. The exercises should consist largely of school work, interspersed with music, essays, and recitations.

The teacher must be true. Reports should always give a correct statement of affairs. If a pupil does poorly, it is the teacher's business to report it, and the parent's right to know it.

Young teachers frequently make a mistake in supposing that when parents inquire concerning the progress of their children, they expect a favorable answer. It is true that they are more pleased to hear a favorable report, but if they discover, as is probable, that it is not true, they lose confidence in the teacher.

A system of monthly reports generally assists in securing the co-operation of parents. Before deciding upon their use, however, the teacher will do well to find out what was the practice of his predecessor in this respect. If his predecessor used monthly reports, and had a low standard for his estimates, and was in the habit of giving

pupils perfect marks from policy rather than merit, then it will be well to drop them entirely. It is, however, a good practice to inform the parent by note whenever the child has done poorly; and equally proper to congratulate him when the child has done exceptionally well. If a boy confesses to an act of mischief in spite of a great temptation to deny, a note to the parent asking him to commend the child will have happy influence.

It has been said that in minor matters the teacher should try to adapt himself to the wishes of the patrons of the school; but in cases governed by the rules and regulations of the proper authorities, or where he is clearly convinced that a certain course of action is necessary to the welfare of the school, he should not violate the regulations nor depart from his convictions. What the district expects to find in him is a leader, and two essentials of leadership are clearness of conviction, and firmness in the performance of duty.

In many district, partiality is considered a grievous sin in the teacher. A charge of

partiality against the teacher is a virtual admission of short-coming on the part of the pupil, as is illustrated by the following dialogue, in which the *dramatis personæ* are a calm teacher and an irate mother, whose fire has had time to cool while the teacher was finishing some work which he had on hand when she entered.

T.—You say I favor other children more than your girl. What girl have I favored more than yours?

M.—Becky Smith.

T.—I came here as a stranger two months ago, since which your girl and Becky Smith have been in school every day; now, what could have caused me to be well disposed towards one and ill disposed towards the other?

The reader can see the trend and the end of the dialogue.

CHAPTER VI

THE TEACHER AND SOCIETY

The teacher's social position is one of great importance. It may be a source of success or of defeat. He who knows how to conduct himself, and is at ease in society, gains many friends and much power.

Teachers are known too little beyond the school-room. Their sphere of action and influence is too frequently bounded by the four walls of the buildings in which they labor. Need we wonder at the prejudice against the fraternity as a bigoted and self-important class? Our sociability often extends only to the members of our calling, and our most intimate friends. It not unfrequently happens that a teacher labors an entire term in a community, and is hardly known beyond his boarding-place. The fault may not be entirely his own. Many people look upon the teacher as an individual hard to be approached, and too critical

to be either agreeable or comfortable. The result is, that the teacher secures but few introductions, and makes fewer friends. To visit people at their homes uninvited seems to him a breach of etiquette, and so he makes no acquaintances.

In many country districts the custom prevails, however, of inviting the teachers to the homes of the pupils. Such invitations are generally prompted by the kindest feelings, and should be accepted whenever possible, by the teacher.

While acquaintance with the people of the district may be of assistance to the teacher, familiarity with one or more families should, as a rule, be avoided. Familiarity affords to many a pretext for making unreasonable demands, refusal of which frequently creates enmity as bitter as the familiarity was cordial. Moreover, where the teacher is on familiar terms with some families of the district, his dealings with the children of such families are easily misconstrued by the others and attributed to partial motives.

There are in all communities various

means by which the teacher can become a useful factor in society. He who has under his care the plastic mind should be a model in morality. Children acquire deportment by imitation, and no community can afford a teacher whose every day life will not bear the closest scrutiny.

No teacher should smoke or chew tobacco. These are habits which he can not allow in the school-room, and therefore which he should not practise. The teacher should aim to be an example of a complete man or woman.

The teacher owes to society his assistance in the promotion of all worthy enterprises. He should not be found in the back ground when charitable or philanthropic enterprises are under consideration. He should be an active member of all societies whose object is to lift humanity to a higher level. He cannot afford to be absent from church services or Sunday school.

On the other hand he should not load himself down with outside duties that will take time and strength he ought to give to the school. His life must be an exemplary

one, and his special fitness for work requires of him first of all a faithful discharge of his school duties. Although a member of society, he should be modest. Society needs his assistance, and may require his leadership, but not his dogmatism, pedantry, or egotism.

He should be well informed upon all important subjects of the day, in order that he may instruct properly and converse intelligently. The teacher who reads nothing but his text-books becomes bigoted and narrow. It is a wide reading of all good literature that makes the most useful and liberal man.

The teacher must be careful in the choice of his associates. A man is judged by the companions he has. While he should treat all with true courtesy, he should not be hasty in the selection of friends. Many a young teacher has, through imprudence in this respect, failed in his teaching, and lost his position. A little advice from older people, as to friends, is never out of place.

A word should be said as to the payment of bills. It is important that the teacher

be prompt in such matters. If the butcher and the baker and the tailor complain that they can not get their bills paid a prejudice is aroused among the parents that leads to contempt, and makes discipline difficult with the pupils.

The teacher must be careful in his conversation. It is poor practice for teachers in their social talks to refer to grammar, arithmetic, etc.; other people may not be interested in those subjects. He should not be dogmatic in his assertions; other people have a right to their opinions, also. The constant contact with children and inferiors in authority, has a tendency to dogmatism. The teacher must guard himself against it.

Frequent contact with people in other walks of life will make a man more liberal, and give him advantages which he can not acquire otherwise. The teacher should therefore use every means to become acquainted. A pleasant social chat will disperse the cares of school, liberate his enslaved spirit, and bring him into closer union with those about him.

Nor should the teacher lose sight of the infinite advantages that may be gained by an insight into the social customs of his pupils, and the power which friendly relations with all will have upon his success.

CHAPTER VII

SCHOOL GOVERNMENT

Good order is a necessary condition for successful school work, and yet, while it is a condition, it is likewise a result. Where the time of both teacher and pupil is properly occupied, and where all pupils have tasks properly adapted to engage all their powers, little attention need be paid to the order in the school, for it will take care of itself.

In the schools of "ye olden time", if tradition informs us properly, it was the rule for children not only to indulge in all sorts of pranks, but to glory in their evil propensity. In our day the bad boy is the exception, and there are few schools in which he will find an atmosphere that tolerates him in the exercise of an unruly disposition.

The good teacher has an eye for details. It is not by great master strokes that he

succeeds, but by careful attention to the little things that enter into the solution of the complex problem before him.

While in the present condition of our schools it is the teacher's chief work to attend to the work of instruction, yet there are times in every school when it becomes necessary to consider restraining and repressive measures. The primary object to be kept in view when considering such questions is not to secure good order, but to train pupils in habits of good conduct.

The government of the school depends in a large measure upon the qualifications of the teacher, such as common sense, tact, energy, patience, love, and culture.

COMMON SENSE

is the power of perceiving the special fitness of things; it is the outgrowth of the thinking mind. The teacher whose actions are performed with no definite point in view will fail. A man shows lack of common sense when he scolds, gets excited, compares pupils and shows their relative defects, assigns too long or too short lessons, refers to personal defects, holds pupils re-

sponsible for the faults of their parents or preceding teachers, works in opposition to the views of intelligent people, gets angry, or expects too much of parents and pupils.

TACT

is to some extent native, but every teacher may acquire some skill in managing the affairs of school. It is the outgrowth of thought based upon fact. Every case of management should be full of instruction to the teacher, a source of new power. The teacher should neglect no opportunity to study every case before acting upon it. Tact makes each individual pupil an object of study, has everything in systematic shape, and adjusts itself to all circumstances.

ENERGY

is necessary to any successful undertaking in life. The energetic teacher has few idle pupils, and hence little trouble. The energetic teacher keeps the whole school continually under his eye, allows no time to be idled away, no dust to accumulate on the furniture and apparatus, no books and desks to be marked with ink and pencil, no quarrels to ripen into an all-around slugging

match. He does not tolerate inattention and carelessness. The energetic teacher has his room neat and tidy, his pupils prompt and busy, his furniture and everything in the best shape, and the entire school busied in the hum of industrial occupation. His ever vigilant eye will supply every want.

PATIENCE

is of the highest importance in school work. Nothing is more trying and wearing upon the nervous system than teaching. The teacher who readily becomes irritated and angry drops in the estimation of his pupils every time he does it. Often teachers through impatience censure pupils when the censure has been uncalled for. Pupils are much more ready to forget an undeserved favor done than an unjust criticism. The teacher must be patient when pupils are disobedient, or slow to comprehend. Patience is always a virtue but in the teacher it is one of the most important qualifications. The teacher who is cheerful under all circumstances will always command the respect of all his pupils, and will have al-

most unlimited power over them. He will never lose his self-control, but, ever ruling his own spirit, will be fit to rule others.

LOVE

is a necessary principle in all government depending upon two or more individuals. The teacher should love his pupils in the sense that the philanthropist loves humanity. That love which extends only to the nicest big boy or girl in school, and despises the little jewel bedaubed with its mother's cherry pie, has no place in the school-room. The teacher must look through the uncouth exterior, and admire the eternal principle — the soul within. He should love the work. No one engaged in work which he does not enjoy will do it well. He who does not love teaching, but follows it because he has nothing else so profitable, is making a sad blunder, indeed, for himself as well as for his school. Love will lighten the burden, secure unconscious obedience, inspire with a nobler purpose. True love for the work will make a man an impartial and just judge, a careful executive, a confident teach-

er, a conscientious workman, and an example worthy to follow.

CULTURE

will do much in successfully governing a school. The well developed and liberal mind, the polished manner, and the cultured voice will unconsciously lead to worthier aims. A broad, intelligent culture will inspire confidence and create a thirst for knowledge. The cultured manner will smooth rough edges and make pupils ready for the fellowship of their betters. The cultured voice, by its melodious flow will tend to harmonize harsh and unpleasant sounds. The more thoroughly a man is educated the better he is able to master difficulties, and to avoid trouble. The more a man knows, the more liberal he will be, and hence the fewer encounters he will have.

If, therefore, a teacher possesses good common sense, tact, energy, patience, love, and culture, he is in a fair way to success.

MEANS OF GOVERNMENT

In taking charge of a disorderly school it is sometimes necessary to begin by violent measures, and until pupils can feel the re-

straint of careful management and complete adjustment of the machinery of the school it may be necessary to restrain them by force. Corporal punishment is passing into history, and is in many places prohibited altogether. This is unwise. It has a proper place in school management, though it should be only a last resort.

While I have, in my experience, been obliged to use corporal punishment in some cases, I have usually felt that the case should have been managed in some other way. Corporal punishment can not be entirely dispensed with, yet the majority of cases might be treated otherwise. The infliction of pain upon the bodies of other people's children is the teacher's most unpleasant task. It should never be used until after the most deliberate consideration, unless in cases of rebellion. The following hints may be of practical value to the teacher:

1. Be sure the pupil is guilty of wilful misconduct.

2. Be kind. Never punish in anger.

3. After punishment treat pupils with all possible consideration.

4. Punish only in the presence of a witness.

5. Punish only after both teacher and pupil have had time to consider.

The following rules may have a somewhat wider application:

6. Never take hold of a pupil unless it becomes an extreme necessity. Taking hold of a pupil in order to compel him to do a certain thing has led to many a rebellion. It is generally better not to try to compel the pupil to do the thing, but to punish him for refusing to do it.

7. Never attempt to punish a pupil with the rod when you are likely to be overcome. Such attempts have led to very serious humiliations.

8. Do not put yourself in a position which seems to challenge.

9. Have courage. Pupils are quick to discover the coward.

10. Be just. When pupils once begin to think a teacher unjust, it takes very little to arouse a feeling of resentment. The teacher should always try to convince pupils of the justness of his proceeding.

While government by force is quick in its effects, it does not tend to the highest and most lasting results. Rational beings are not the proper subjects for a government that depends upon force, and it should be repeated and emphasized that other methods are to be preferred wherever there is chance for choice.

Government by common sense might also be called unconscious government, or government by prevention. By this method the teacher arranges his work in such a way as to prevent jarring. Many little things have been allowed to pass for the time being, and have in this way ended in much trouble. If a teacher is certain that two pupils if near together will get harm, common sense will say, do not allow them to sit together. If he finds that his predecessor was successful, common sense would say, follow his methods. If a pupil has neglected to get his lesson, common sense would not order the pupil to get it, and scold about it for half an hour. Common sense carefully takes into consideration all circumstances, and the disposition of pupils, and

then arranges things accordingly. Remember that "an ounce of prevention is worth more than a pound of cure."

A teacher who had been attending a county institute, heard one of the lecturers say that no two pupils of the same grade should be seated on the same seat, went home, and the following Monday morning reseated his whole school. The result was an uproar in the district. Had he used common sense, considered the circumstances, and then adjusted his seating gradually, no trouble would have occurred.

Another teacher, who had a few mischievous pupils, told people about them, and the pupils, in turn, found out what the teacher had said. The result was open and determined resistance to the teacher. Common sense would have studied the cases carefully, and reported nothing. Another teacher assigned too much for a lesson and insisted on its preparation. The result was trouble with the pupils and parents.

Government by tact is the manipulation of school affairs in such a way as to adjust nicely all difficulties that have arisen or may

yet arise. It applies chiefly to that practical management in which pupils comply with the arrangements because they perceive a certain fitness of things. Common sense prevents; tact adjusts. Common sense government is chiefly by the teacher; government by tact is by co-operation of teacher and pupil. When the teacher perceives a tendency to trouble, tact suggests a proper method of procedure, while common sense would have anticipated even the tendency.

When the teacher is convinced that certain things are wrong, it takes skill to adjust matters in such a way as to win the best results. In matters of common interest the tactful teacher secures the co-operation of his pupils, as in adopting rules and regulations. When pupils help to make a rule, they seldom violate it. If pupils become restless, they either have too little work or too much. Tact would adjust the difficulty by giving more work in the first case, and a recess in the second. If the teacher discovers two pupils about to quarrel, tact would suggest that he place himself within the sight of the pupils, which

will, in ninety-nine cases out of a hundred, put a stop to it. In fact, tact always keeps pupils under observation. If the teacher notices an idle pupil ready to get into mischief, tact would suggest that the teacher ask the pupil to do him some service. If pupils are careless in the preparation of their lessons, tact would arouse an interest, or in some way excite the ambition of the pupils.

Tact will place responsibility upon each pupil, and seldom find a trust violated. Constantly watching the pupils with a view to find fault is a great mistake. Playing sharp in getting pupils to repair the damage they have done is not tact in the purest sense of the word. If the pupils have any sense of shame, the teacher and some innocent pupil had better repair the damage in the presence of the guilty ones, and no further violation will follow.

Much can be accomplished by the use of natural punishments, or such punishments as seem to be the necessary consequences of the pupil's acts. A pupil who abuses his privileges, is deprived of those privileges.

If a pupil becomes mischievous at a certain place in school, he loses that place. If he quarrels or uses bad language on the playground, he is deprived of his privilege to play. If he neglects to prepare his lessons, the teacher " neglects " to give him recess. Consequences must always follow acts as effect follows cause.

While the teacher must be full of expedients, yet on the part of the great majority of pupils good conduct can be secured by proper appeals to their sense of right and wrong.

Conscience after all is the one thing that moves the world. When a man carries with him an eternal principle to guide him in every act, he will not go astray. A sense of right and wrong may be awakened very early in the mind of the child, although its full development comes later in life. Much may be done with children in developing a knowledge of the proper relations between man and man. While the child's sense of duty is not so distinct, its sense of right is more definite. If a child trespasses upon the right of another, it may be brought to

a sense of its duty by reversing the case and applying it to the child. If John has taken James's pencil, he may see his duty by giving his pencil to James. The teacher can now with a few words instil a principle in John's mind which will guide him through life. In a similar manner, other lessons on right or wrong may be taught to pupils daily. Incidental moral instruction will aid in arousing a sense of justice in all. With older pupils conscience should, if possible, be made the only means of government.

OBSERVATIONS

The government of a school may be an easy or a difficult matter. It depends almost entirely upon the teacher. Many teachers are to blame for the trouble they have: they fail to govern themselves.

The teacher must show an easy manner. There are those who are always uneasy, labored or excited; who always have something wrong or out of place. Pupils readily perceive the state of affairs and take advantage of it.

The teacher should govern with the eye. It is the most effective means of government. Not that look which sends terror to the heart of pupils, but a kind, yet searching look,—not continued watching for mischief, but observing every wrong act, is the secret of success.

The teacher should use as few words as possible: much talking is out of place. The more words a man uses in saying a thing, the less effective it will be. Much talking leads to scolding, and scolding is out of place in school.

Loud talking on the part of the teacher is also a source of disorder. Pupils take advantage of every noise to carry out their own disorderly acts.

The teacher should not talk in high-pitched tones. There is a certain relation between the ear and voice that makes it important that the teacher's tone be pleasing. High-pitched tones make the listener uneasy and tired. In no place is this more evident than in the case of public speakers. but it is also true of the teacher in the school-room.

The teacher's tone must be firm and confident. It will not do to speak in a faltering and timid manner; not to go to the other extreme, and roar like a lion. A clear command with nothing unusual about it, either as to force or manner, will usually secure obedience, but if the teacher betrays fear, he may expect refusal to comply with his orders.

The teacher's bearing before his class should be one to command respect and obedience. Careless lounging in the presence of pupils will create disrespect; and disrespect, either for the law or for those who execute it, is one of the elements of crime. Before his class, the teacher should stand rather than sit.

The teacher's language toward his pupils and in their presence must be exemplary. To use improper language in the presence of pupils creates disrespect and distrust.

The teacher's conduct in the presence of his pupils should always be worthy of the position he occupies. No teacher can afford to teach one thing and act another; this

can not fail to lower him in the estimation of his pupils.

The teacher must not yield to prejudices. It is a mistake to consider a boy bad before he has proved himself so by wilful acts of disobedience. The pupil should have the benefit of the doubt.

Wilful disobedience may, for treatment, be placed under three heads:

1. Disobedience by the pupil not sanctioned by the parent.

2. Disobedience by the pupil sanctioned by the parent.

3. Disobedience by the pupil sanctioned by the parent, and not controlled by the authorities.

In all cases, the teacher should manage his school himself, as far as he possibly can.

When pupils once become uncontrollable, the only thing a teacher can do is to refer the matter to some higher authority, but this is an acknowledgement of inefficiency. I do not mean to say that the teacher should not seek the co-operation of parents and friends, but he should come as a friend

seeking the assistance of others to reform the child, rather than as an accuser.

When a pupil once becomes wilfully bad, the case demands immediate but considerate action. If possible, the teacher should persuade the pupil to do better, and to repair damage where any is done, but he should not beg like a coward. If the pupil persists after kind admonitions, it may be well to seek the co-operation of the parent; if the parent refuses to assist in reforming the child, the only way a teacher can do, is to resort to such measures as are at his command.

Punishments must be made certain, yet the teacher must be careful to keep within bounds.

If the pupil has done damage to an individual, the pupil should be compelled to repair it, and ask the forgiveness of the injured party. If the harm has been done to the school, the same plan should be followed, as far as practicable.

When a pupil is wilfully bad, and is supported by the parent, the teacher should see the parent, and find the cause of dissatisfaction and remove it. If the parent re-

fuses to support the teacher, the matter should be referred to the proper authorities for action.

When a pupil is wilfully bad, and is both supported and instigated by the parent, and the board will not assist in the matter, the only thing a teacher can do, is to use violent measures in reforming the culprit. If the pupil can not be controlled, and is thus supported, the teacher should give up the place he is evidently unable to fill.

CHAPTER VIII

SCHOOL RECORDS

At a recent institute the writer overheard a lady teacher say, "I taught three schools at Mason's Fork". She meant thereby that she had taught three terms in one school. Her language, however, expressed the conditions existing in the average districts throughout our country. Each term has an independent existence. This is not as it should be.

School records should be of such a nature that a man familiar with schools could at a glance learn the history, the organization, and the conditions of the school represented therein. More than that, they should be of such a nature, that a man having the employment of a person in contemplation, could turn to his school record and form a fair estimate of his character. This, is is said, would make for the already overburdened teacher, much extra labor;

but if, in course of time, the records should prove themselves so fair and so valuable that no man would engage an employe without consulting his school record; and that pupils would feel that they are by their conduct in school mapping out their careers in life, then the work of school government would be reduced to a minimum, and a consideration of school incentives become a waste of time.

Through the efforts of the teachers of Springfield, Ill., the leading firms employing labor in that city adopted a rule that in all cases preferences should be given, other things being equal, to the persons who had the equivalent for the education given by the secondary schools of that city, and that the school certificate should be the required evidence. Upon the promulgation of this order by the great Illinois Central railroad, thousands of boys who had left school returned, and remained in school to get the required certificate. Not only did it have the effect of increasing the attendance in the higher grades, but the necessity of securing the certificate impelled hundreds to

efforts to which they could not otherwise be aroused.

The advocates of this system justly claim that the boy who has passed through the schools is likely to become a better workman than the one who has spent two or three years in loafing, previous to his application. Now if this is true of a boy's record for scholarship, much more will it be true of his record for conduct.

If a boy has throughout his school life been regular, punctual, and orderly, he will have formed habits that will be valuable in any workman; on the other hand, if he has made a record for tardiness and irregularity, and his record shows neglected work and a quarrelsome disposition, no one would wish to employ him. Nor would it be too severe on a man to hold him responsible for the errors of his childhood; it would only bring the strongest incentives to rectitude to bear upon the individual at a period when he could most easily restrain himself.

In every country district, the teacher should, at the close of school, leave with the proper official for his successor not only

a complete permanent register, but a copy of his programme, together with tests of pupils belonging to several classes, indicating what pupils are prepared to advance. In places where no regular course of study has been adopted, he should indicate what work the class has passed over during the year. The law should require this; but even when it does not the golden rule does, and if the teacher is interested in the success of his pupils, he will not hesitate to do this on account of the labor involved.

It sometimes happens that near the close of the term the ambitious teacher will be sorely tried by the tempter, who will whisper in his ear: "By promoting all your children you will win the applause of the whole district, and then they will say that under your teaching their children have made more progress than ever before, and a great clamor will arise, and forthwith the directors will promote you to the principalship of the township high school, to enjoy perpetual ease and a larger salary." Scorn the tempter, for in his words lurk not only evil

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consequences to yourself, but likewise infinite worry and perhaps failure to your successors, even to the " third and fourth generation ".

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